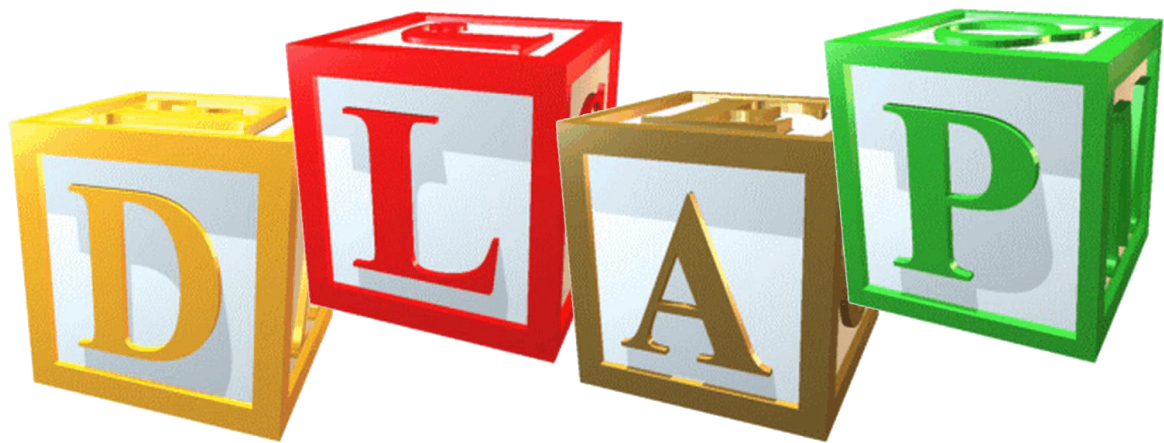




# **Eastern School District District Literacy Action Plan**



**June 2010**  
(Version 1.0)

## Acknowledgments

The Eastern School District acknowledges the following committee members for their contributions to the development of the District Literacy Action Plan.

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## Table of Contents

Forward .....	1
Background .....	1
Content and Design .....	3
1) Leadership Positions .....	4
2) Professional Development .....	4
3) Resources .....	5
4) Structures and Processes .....	5
5) Parents and Partnerships .....	6
District Literacy Action Plan .....	6
Strategies and Actions .....	7
Strategy 2.1 To identify and obtain essential literacy leadership positions required to support effective literacy teaching and learning .....	8
Strategy 2.2 To create professional development opportunities that enable all teachers to teach literacy effectively .....	10
Strategy 2.3 To identify essential resources that will enable teachers to assess, monitor and improve literacy learning for all students .....	13
Strategy 2.4 To establish and advocate for District, school and class structures and processes considered to be essential for effective literacy instruction .....	16
Strategy 2.5 To improve collaboration and communication with parents on the topic of literacy .....	20
Next Steps .....	22
References .....	23
Appendix A: District Literacy Action Plan Committee Terms of Reference .....	25
Appendix B: Overview of 13 Parameters .....	27
Appendix C: Goal Framework and Development Plan .....	28
Appendix D: Glossary of Terms .....	45

Literacy is the ability to identify, understand, interpret, create, communicate, compute and use printed and written materials associated with varying contexts. Literacy involves a continuum of learning to enable an individual to achieve his or her goals, to develop his or her knowledge and potential, and to participate fully in the wider society. (UNESCO, 2004, p. 13)

## Forward

The Eastern School District (ESD) recognizes literacy as necessary for all learning, thus the need for a comprehensive and consistent approach to literacy learning is clear. However, formal system-wide literacy planning is new for the ESD. The *District Literacy Action Plan* (DLAP) is designed to situate high-quality literacy instruction as the primary focus for teaching and learning at all levels and within all subjects.

The DLAP acknowledges that understanding literacy and defining its role in the public school system will evolve over time.

To this end, the DLAP is designed to continuously adapt to new perspectives and be moved forward and owned by all those responsible for the plan's implementation.

Literacy is not a static skill set, and societal changes continue to impact the level of literacy skills required by individuals. Literacy skills are developed throughout a lifetime, a continuum of learning that we all participate in, from early childhood, through public education to adulthood. Development of these skills should be seen as a natural function of lifelong learning. (CAMET, 2009, p. 1)

## Background

A number of events contributed to the development of the *District Literacy Action Plan*.

During the 2004-2005 school year, Dr. Sandy MacDonald, Eastern School District Superintendent of Education, launched an initiative called the Curriculum Analysis Strategy. In the 2005-2006 school year, the Curriculum Delivery Department (CDD) facilitated a number of system-wide grade level meetings. These meetings enabled the gathering of important information about teachers' perspectives on the delivery of the approved curriculum. The intent of this strategy was to examine the relationship between curricular outcomes, teachers' instructional methods, and student assessment

practices. Through this examination, teachers provided many recommendations for further work in the area of literacy.

Subsequently, these recommendations have been updated and submitted annually to the Eastern School District Board of Trustees. Many of the recommended actions in the DLAP are a direct reflection of teacher input and can be found within the Curriculum Delivery Department's previous annual reports.

Another significant event that influenced the DLAP is the *Prince Edward Island Task Force on Student Achievement Final Report* (Kurial, 2005). The Task Force's final report recognizes that society is driven by knowledge, and that, "today's young people face increasing literacy demands" (Kurial, 2005, p. 10). The report also notes that, "in order to meet those demands, researchers, funders, policy makers, administrators, parents and students must work together as common stakeholders in the improvement of literacy in our province" (p. 10).

The Task Force made recommendations that brought direct attention to literacy challenges, and much work has been done as a result. Two examples that continue from the Task Force are the literacy assessments and literacy coaching. Both of these initiatives are funded and supported by the Department of Education and Early Childhood Development. These projects enable literacy learning and provide information that allows a better understanding of our literacy challenges. Projects like these represent investments in literacy, in keeping with the research of Murray, et al (2009) and Hertzman (2005).

In April 2008, the Department of Education and Early Childhood Development sponsored a delegation of teachers, administrators, consultants and directors from the three Island boards to attend the Council of Ministers of Education, Canada (CMEC) *Literacy: Passport to Prosperity* conference that took place in Saint John, New Brunswick. The educators returned to their schools calling for leadership in the area of literacy. At the May 2008 principals' meeting, administrators made it clear to the District Leadership Team that teachers were demanding a cohesive literacy plan. In response, the District Literacy Action Plan committee was established in the spring of 2009 to include representation from teachers, administrators, consultants, literacy coaches, directors, trustees, and Provincial Home and School Federation. The first task of the committee was to establish the terms of reference, which included definitions of literacy and guiding principles (see Appendix A).

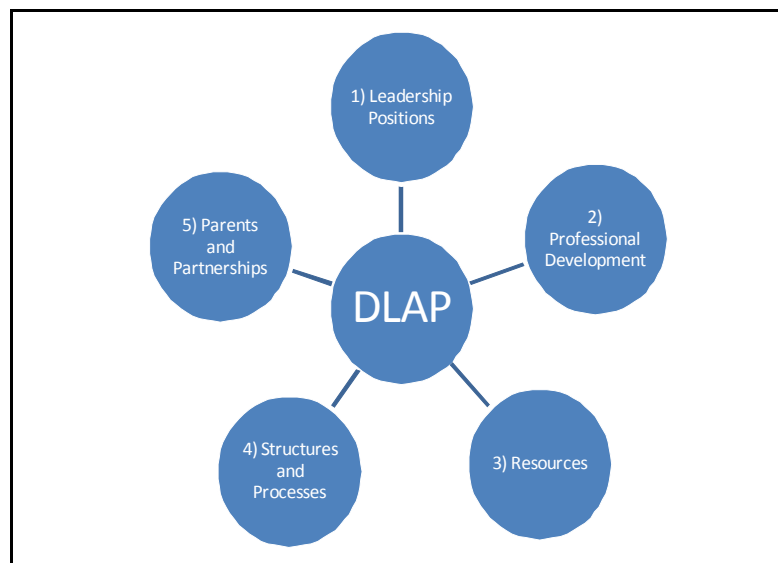
## Content and Design

After establishing the terms of reference and guiding principles, the DLAP committee reviewed how other school districts established consistent system-wide approaches to literacy learning. As well, the committee reviewed and drew upon local, regional, and national documents pertaining to literacy development including *Key Factors to Support Literacy Success in School-Aged Populations: A Literature Review* (Canadian Education Statistics Council, 2009).

A review revealed that many school districts in North America based their approach on the work of Michael Fullan, Peter Hill, and Carmel Crévola. Working with Michael Fullan, the York Region District School Board participated in a project that was part of a major province-wide strategy to improve student achievement in literacy and numeracy (Ontario Literacy and Numeracy Secretariat, 2006b). The tool used by York Region, *13 Parameters: A Literacy Leadership Toolkit, Facilitator's Resource*, Pearson Education Canada (2009), informed the work of the DLAP committee (see Appendix B). After discussion, the DLAP committee decided to arrange the 13 parameters into the following clusters: (1) Leadership Positions, (2) Professional Development, (3) Resources, (4) Structures and Processes, and (5) Parents and Partnerships. Each of the clusters identified in Figure 1 are described in the sections that follow.

“Literacy is the ability to understand and use printed material found at home, at work and in the community - to achieve one's goals and develop one's knowledge and potential” (PEI Literacy Alliance, 2010, <http://www.pei.literacy.ca>).

Figure 1 Five Clusters of the DLAP



## **1) Leadership Positions**

The provision of literacy leader positions from K to 12 is fundamental to the success of the DLAP. These leadership roles will facilitate job-embedded learning opportunities for all teachers to deepen their understanding and competency with effective strategies for supporting student literacy learning in each curriculum area. The titles and responsibilities may be slightly different depending on the grade and/or subject level.

Since these leaders will influence all other teachers, they must be provided with specialized professional development in the following areas:

- The meaning and role of literacy within each curriculum.
  - Effective instructional and assessment practices.
  - The use of data to inform decisions.
  - The process of leading and managing change.
  - Effective communication/interpersonal skills.
- 

## **2) Professional Development**

Central to the DLAP is the building of common understandings and instructional competencies to support effective literacy instruction for *all* Eastern School District teachers. This will be accomplished through a comprehensive professional development plan. The identification and use of effective professional development strategies and models is key to the success of this plan. To be identified as effective, a strategy or model must support the application of effective instruction and assessment practices at the school and classroom level.

The Council of Atlantic Ministers of Education and Training released a literacy action plan for Atlantic Canada (CAMET, 2009) that identifies five goals. The following two goals from CAMET that relate to professional development are incorporated in the DLAP, as follows:

- “Increase professional knowledge and skills in teaching literacy” (p. 5).
- “Improve literacy capabilities for learning in all areas of the curriculum” (p. 8).

To enhance their success with literacy teaching and learning, the DLAP promotes the provision of professional development for all teachers.

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### 3) Resources

In order “to assess, track and improve literacy learning for all students in the context of diverse backgrounds and abilities” (CAMET, 2009, p. 6), the DLAP recommends the development of resource documents to clarify the following:

- Language and intended outcomes as expressed in the curriculum.
- Current, evidence-based instructional and assessment practices that align with the curriculum.
- Literacy goals of the Department of Education and Early Childhood Development and the Eastern School District.

Additional resources include:

- A range of student learning materials to support differentiated instruction in all curriculum areas.
- A variety of assessment tools (rubrics, benchmark kits, common assessments, etc.).
- Standards and exemplars.
- Tools for monitoring each student’s literacy progress over time.
- Access to appropriate interventions.

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### 4) Structures and Processes

The success of the DLAP resides in the District’s ability to implement structures and processes - such as policies, regulations, and directives - that support effective literacy teaching and learning.

“In order for classroom teaching to be effective, key aspects of how the school operates require careful consideration” (Crévola & Hill, 1999, p. 6).

Operational decisions such as allocation of time, staffing, provision of resources, class size, school and classroom routines, and systematic interventions all have an impact on literacy teaching and learning.



## 5) Parents and Partnerships

The DLAP encourages literacy partnerships with parents at multiple levels. Teachers and schools can build strong relationships with parents to further their child's literacy program and progress. Partnerships for the purpose of promoting literacy are needed at broader levels to supplement and strengthen the efforts of individual teachers and parents.

"There is an enormous amount of evidence to indicate that an effective school is one that is proactive and systematic about linking with the home, the previous school, other service providers and the wider community" (Crévola & Hill, 1999, p. 7).

The Prince Edward Island Home and School Federation exists to promote the total well-being of children and the highest standards of education for each child in the province. The Federation works in partnership with other organizations who foster this ideal. The Federation encourages and whenever possible assists in the development of policies related particularly to quality education for each child and generally to the total well-being of children in Prince Edward Island. (PEI Home and School Federation, 2010, <http://www.edu.pe.ca/peihsf/about.html>)

Many activities within the Prince Edward Island Home and School Federation's Parental Engagement Initiative relate to literacy. Parents recognize that literacy must be a priority of their child's education. Acknowledging that parental aspirations and expectations for children's educational achievement had the strongest relationship with actual achievement (Fan & Chen, 2001, p. 13), the DLAP values the importance of parents and other partners in literacy development.

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## District Literacy Action Plan

The committee recognizes the importance of a meaningful DLAP document to be reviewed on an ongoing basis. To address this, the report uses a framework consistent with school development planning (see Appendix C).

To build in accountability, it was agreed to locate the DLAP as one of the goals within the ESD's Curriculum Delivery Department's Development Plan.

The DLAP is one of three goals established by the Curriculum Delivery Department, as noted in the following table.

Table 1 Curriculum Delivery Department's Goals

Goal 1	By June 2012*, the CDD, in collaboration with schools and district partners, will facilitate the use of instructional and assessment practices that are congruent with curricular outcomes.
<b>Goal 2</b>	<b>By June 2012*, the CDD, in collaboration with schools and district partners, will develop and implement the Eastern School District Literacy Action Plan.</b>
Goal 3	By June 2012*, the CDD, in collaboration with schools and district partners, will undertake and participate in various educational activities to advance the delivery of the curriculum.

\*(The June, 2012 date implies on-going review and implementation.)

While the Director of the Curriculum Delivery Department is responsible for reporting, the implementation of the DLAP is a shared responsibility. Its success depends upon the continued engagement of all stakeholders.

### Strategies and Actions

Table 2 Goal 2 and Corresponding Strategies

Goal 2	By June 2012*, the CDD, in collaboration with schools and district partners, will develop and implement the Eastern School District Literacy Action Plan.
Strategy 2.1	To identify and obtain essential literacy leadership positions required to support effective literacy teaching and learning.
Strategy 2.2	To create professional development opportunities that enable all teachers to teach literacy effectively.
Strategy 2.3	To identify essential resources that will enable teachers to assess, monitor and improve literacy learning for all students.
Strategy 2.4	To establish and advocate for District, school and class structures and processes considered to be essential for effective literacy instruction.
Strategy 2.5	To improve collaboration and communication with parents on the topic of literacy.

**Strategy 2.1 To identify and obtain essential literacy leadership positions required to support effective literacy teaching and learning.**

**Action 2.1.1 Establish working group to define the role(s) of the Curriculum Coaches, Literacy Leaders, Department Heads, and clarify the role of the Literacy Coach.**

Presently, some literacy leadership roles are defined - but there is still work to do in this area. Given the many new and expanded roles called for in the DLAP, it is now necessary to clearly describe and communicate these role descriptions to all DLAP partners.

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**Action 2.1.2 Obtain 1.0 full-time equivalent (FTE) board-based Literacy Coach Coordinator position.**

As a job embedded in-service model addressing literacy is incrementally developed, board-based governance and coordination is essential. This governance and coordination is not only required to establish clear guidelines, role descriptions, budget and program accountability, it is also required to maintain positive working relationships between all participants in the change process. This position involves both coaching (0.5) and coordination (0.5).

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**Action 2.1.3 Obtain an additional 6.0 FTE board-based English Literacy Coach positions for K-6.**

The literacy coach project directly and positively impacts the delivery of the approved curriculum at the primary level. However, it is important to establish a literacy continuum from kindergarten to grade 6 in both the English and the French Immersion programs. To do this will require additional literacy coaches.

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**Action 2.1.4 Obtain an additional 1.0 FTE board-based French Immersion Literacy Coach position at the grade K-6 level.**

To maintain the integrity of the French Immersion program from K to 6, similar literacy leadership is required in both English and French programs.

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**Action 2.1.5 Obtain 4.0 FTE board-based English Curriculum Coach positions for grades 7-12.**

To support and provide professional development with respect to literacy, teachers at grades 7 to 12 require leadership similar to the literacy coaching model. Consequently, the DLAP seeks to obtain four full-time equivalent (FTE) board-based, curriculum coach positions for English programs.

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**Action 2.1.6 Obtain 1.0 FTE board-based French Immersion Curriculum Coach position at the grade 7-12 level.**

Similar to the rationale identified for the provision of four English curriculum coaches, the DLAP also seeks to obtain one French Immersion Curriculum Coach to support and provide professional development for grade 7 to 12 teachers.

- - -

**Action 2.1.7 Identify and obtain school-based Literacy Leader (K-12) positions for each school.**

The literacy coach initiative is important to the delivery of the approved curriculum from kindergarten to grade 12 in both the English and the French Immersion programs. The job embedded in-service model will require literacy leaders in all schools.

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**Action 2.1.8 Examine the roles and responsibilities of Teacher-Librarians in relation to the DLAP.**

Teacher-librarians are integral to supporting literacy initiatives. Teacher-librarians help enable the delivery of the approved curriculum and facilitate change in instructional practices. Dr. Ray Doiron, professor in the UPEI Faculty of Education and the Director of the Centre for Education Research has stated that it is presently unknown how multiple views of literacy will interact with traditional and emerging roles of libraries. This observation makes it imperative to have teacher-librarians engaged with the implementation of the DLAP.

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**Action 2.1.9 Identify personnel to liaise with the Kindergarten Bridges Team.**

Leadership and expertise already resides within the Early Childhood educators. Personnel need to be identified to facilitate a seamless literacy continuum for kindergarten students.

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**Action 2.1.10 Identify intervention and support personnel to implement the Response to Intervention (RTI) program and services model.**

RTI is an approach to providing services to students which integrates assessment and interventions in an effort to maximize student achievement and reduce problem behaviors. The RTI framework proposed for Prince Edward Island follows a three-tiered approach, beginning with high-quality, differentiated instruction for all students. The second and third tiers are based on the provision of increasingly intensive interventions, all of which must be evidence-based, appropriate, and delivered by someone specifically trained to do so. If the RTI model is to be successful, personnel must not only be in place, but also have the specific training to clearly identify, select, implement, and monitor the most appropriate interventions.

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**Strategy 2.2 To create professional development opportunities that enable all teachers to teach literacy effectively.**

**Action 2.2.1 All schools shall have a literacy goal which resides within the school development plan or a separate document.**

All ESD schools are involved in the development and implementation of formal school plans. While schools are involved in a wide variety of school initiatives, formal school development plans are designed to focus on two or three priority outcomes. Presently, the majority of schools have defined a literacy outcome as a key component of their school development plan.

Schools need to develop an outcome or action that highlights a literacy initiative. These initiatives can be captured formally in school development plans or in other school planning document.

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**Action 2.2.2 All teachers shall develop a self-directed literacy goal in alignment with the DLAP.**

Literacy learning needs differ for each teacher. To enhance literacy teaching and learning, each teacher needs to develop a literacy goal as part of, or in addition to, an evaluation plan.

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**Action 2.2.3 All teachers shall be trained in and use effective literacy instructional strategies (e.g., Cross Curricular Reading Tools, Writer’s Workshop, Guided Reading).**

Many literacy instructional strategies support the curriculum. Teachers need to be supported in understanding and using effective instructional strategies.

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**Action 2.2.4 Identify effective professional development delivery models based on current research.**

Models for professional development that support teacher use of effective strategies need to consider current research. Effective professional learning for teachers should include the following features:

- It must be grounded in inquiry and reflection, be participant driven, and focus on improving planning and instruction,
- It must be collaborative, involving the sharing of knowledge and focusing on communities of practice rather than individual teachers.
- It must be on-going, intensive and supported by modeling, coaching, and the collective solving of specific problems so that teachers can implement their new learning and sustain change in practice,
- It must be connected to and derived from teachers’ work with students - teaching, assessing, observing, and reflecting on the processes of learning and development. (Ontario Literacy and Numeracy Secretariat, 2006a, p. 1)

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**Action 2.2.5 Advocate for a professional development model that provides both implementation and maintenance in-service for the language arts curriculum.**

In addition to initial in-servicing for the language arts curriculum, teachers need ongoing learning opportunities. Tracking mechanisms are also needed to continuously identify and track the actual in-servicing. The DLAP recognizes that the professional development model will need to expand to include other curriculum areas in the future.

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**Action 2.2.6 Provide ongoing PD/training for teachers on documents that demonstrate links between literacy and curricula outcomes.**

The DLAP recommends the development of several resources (as identified in Strategy 2.3) that will support teachers in tracking of student achievement, development of instructional skills, and understanding literacy. Teachers will require professional development/training on the use of these documents.

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**Action 2.2.7 Identify PD/training requirements and provide opportunities for professional development of Literacy Leaders, and Literacy and Curriculum Coaches.**

Coaches and leaders need deep knowledge of literacy theory and development, effective assessment and instructional practices and literacy materials. These roles also require knowledge and skills in leadership, adult learning, and facilitating change. Therefore, it is essential that training requirements are identified and provided.

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**Action 2.2.8 Advocate for UPEI Pre-Service Teacher Training that aligns with literacy outcomes of the approved provincial curriculum.**

The Council of Atlantic Ministers of Education and Training (CAMET) recognizes the importance of pre-service training.

Pre-service training is a key ingredient for teachers to acquire the necessary foundation and skills for teaching students to read and write. Departments of education recommend post-secondary education institutions offering teacher training programs place emphasis on the development and acquisition of literacy skills and child development in a cross-curricular setting. (CAMET, 2009, p. 5)

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**Action 2.2.9 Advocate for ongoing PD that links assessment practices with curriculum benchmarks and standards.**

Teachers receive professional development on curriculum when there is a new resource, curriculum revisions, or the teacher that is new to a subject area. Historically, there have been few curriculum benchmarks and standards within the

provincially approved curricula. Teachers need support to link assessment practices with existing benchmarks and standards.

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**Action 2.2.10 Each school development/literacy team shall provide an orientation to pre-service teachers regarding school-based literacy goals.**

**Rationale**

In order for pre-service teachers to be congruent with the school's literacy goals, it is important for there to be an orientation to the school literacy plan.

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**Action 2.2.12 Advocate for PD to enable language arts teachers to refine understanding of the language arts continuum (K-12).**

The language arts curricula describes outcomes and instructional practices. Teachers need PD is needed to support teacher understanding of language acquisition and literacy development to link instructional practice to curricular outcomes.

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**Strategy 2.3 To identify essential resources that will enable teachers to assess, monitor and improve literacy learning for all students.**

**Action 2.3.1 Each school will develop a literacy room to centrally locate literacy learning resources for students and teachers, and provide space for collaboration.**

Literacy rooms provide a time and cost effective system for teachers to know and use the school's book collection and promotes sharing and collaboration through the use of common space and resources.

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**Action 2.3.2 Identify and provide digitalized formative and summative literacy assessment tools.**

Teachers require assess to a broad range of formative and summative assessment tools and procedures.

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**Action 2.3.3 Create a literacy development plan template.**

Schools that do not have a school development goal devoted to literacy will be required to develop a literacy action plan. A template will be provided to support the planning process.

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**Action 2.3.4 Advocate for a provincial data warehouse for students' literacy data from K-12.**

During the school year, teachers or teaching teams utilize student data to inform instruction and assessment. A mechanism and protocol are needed for storage and retrieval of student information.

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**Action 2.3.5 Advocate for a resource that identifies literacy outcomes and skills in each of the curriculum areas.**

Across the curriculum areas, literacy outcomes are sometimes stated explicitly and are sometimes implied. It is important to clearly identify the literacy learning outcomes in each of the curriculum areas from K-12.

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**Action 2.3.6 Develop an ESD orientation guide for teachers.**

To support consistent literacy instruction and assessment throughout the ESD, every teacher who begins to work in the District or who changes his or her grade level assignment will participate in an introduction to the DLAP and other literacy support documents. An orientation resource will be developed to establish common understandings about literacy and ESD guidelines.

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**Action 2.3.7 Locate literacy documents and resources on the ESD website.**

Locate literacy documents and resources on the ESD website.

- - -

**Action 2.3.8 Monitor teacher participation in acquiring literacy instructional competencies.**

The relationship between teachers' professional learning and student achievement has been clearly established. It is therefore, important to monitor teacher participation in professional development.

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**Action 2.3.9 Obtain leveled texts.**

Students need texts that are varied, well written, accessible, and plentiful enough to meet the wide range of interests and abilities. Students also need access to books that are organized according to a continuum of difficulty. Providing books for students that are “just right” means the books are just difficult enough to challenge or expand what they can do as readers and yet, are not so difficult as to cause frustration and disengage them.

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**Action 2.3.10 All teachers will be provided with the provincial Response to Intervention (RTI) model and supporting documentation upon availability.**

The Department of Education and Early Childhood Development is presently in the final stages of releasing the provincially sanctioned model. Upon release, the ESD will ensure that the model is provided to each teacher.

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**Action 2.3.11 Advocate for systemic, evidence-based literacy intervention programs and curricula.**

Different services and programs have been created to help struggling students, but the systems for coordinating, communicating and selecting these services are often disconnected and not widely available. Systematic and evidence-based interventions are needed to ensure that students have timely access. Systemic intervention is multi-layered, available throughout the grade levels, begins early, includes differentiated classroom instruction and flexible groupings.

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**Strategy 2.4 To establish and advocate for District, school and class structures and processes considered to be essential for effective literacy instruction.**

**Action 2.4.1 Develop an administrative regulation to govern literacy assessment schedules for all levels, beginning with running/reading record assessment for grades 1 to 3.**

Presently, the ESD does not have sufficient guidelines and recommendations about effective literacy assessment practices. The absence of this guideline may impeded necessary changes to assessment practices. The ESD will provide leadership for literacy by establishing administrative regulations to support key principles of effective literacy assessment and instruction.

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**Action 2.4.2 Advocate for district-wide literacy professional development days within the school calendar.**

The DLAP is founded on the belief that the most powerful way to enable teachers to solve instructional challenges is to provide them with opportunities to work together. To this end, establishing professional learning communities that focus on literacy will improve both instruction and, ultimately, students' literacy skills.

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**Action 2.4.3 Advocate for the development and implementation of a provincial funding application protocol for literacy initiatives.**

The budget shows that the Government of Prince Edward Island values education. While the specific term "literacy" rarely appears in Treasury Board reports, the importance of literacy is implied. However, it is difficult for the District and schools to consistently access funding that targets literacy initiatives. Therefore, the ESD needs to collaborate with education partners to establish a provincial literacy funding application protocol.

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**Action 2.4.4 Advocate for set percentage of the total provincial budget to be spent on literacy.**

Weak literacy skills can have a profound impact on people's lives.... Studies have clearly linked literacy levels and individual, society and economic prosperity. Raising literacy levels is therefore imperative to ensure the future prospects of the Atlantic region and its citizens. (CAMET, 2009, p. 1)

A standard, perennial mechanism for literacy-initiative funding will allow literacy professionals to devote greater attention to "raising the bar and narrowing the gap in literacy skills" (CAMET, 2009, p. 4).

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**Action 2.4.5 Require that literacy be a standing agenda item within all monthly staff meetings.**

A standing item on literacy at all monthly staff meetings will provide the school literacy team with the opportunity to report plans and progress, and maintain momentum for school literacy development.

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**Action 2.4.6 Clarify expectations for an uninterrupted literacy block (language arts) at the primary and elementary levels, along with identifying alternatives at all levels.**

Administrators will discuss and share ideas on clarifying expectations for an uninterrupted literacy block and how this consistency will be achieved. The ESD recognizes that there may be a need for additional staffing in some cases to help achieve the recommended time.

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**Action 2.4.7 Classroom teachers will define literacy instructional time within their daily instructional plan.**

Presently, students are experiencing inconsistent amounts of time for daily literacy learning. Teachers are asked to set goals and monitor time for daily literacy learning.

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**Action 2.4.8 ESD will ensure that all primary and elementary schools provide 300 minutes of instructional time within the school day.**

Schools have to consider a variety of factors to ensure that the 300 minutes of instructional time is provided at the primary and elementary levels. For example, transportation, pupil-teacher ratio, and administrator teaching assignment can all impact on how a schedule is designed. The Eastern School District will provide support where operational challenges may be preventing this from being achieved.

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**Action 2.4.9 All schools will report to the ESD, subject time allotments/allocations as outlined by the Department of Education and Early Childhood Development, before October 31 of each school year.**

According to *Minister's Directive No. MD99-05* (Government of PEI, 1999), schools with intermediate grade levels are required to report their subject time allotments to ensure that sufficient time is available to teachers and students to attend to all curricular outcomes, including those addressing literacy. Schools not meeting the required time must notify the Director of Curriculum Delivery as to why the times are not being met and outline a plan for remediation.

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**Action 2.4.10 For each language arts class, all components of the program (speaking and listening, reading and viewing, writing and representing) will be delivered by one teacher at the elementary level.**

Although the outcomes in the English Language Arts Curriculum are organized into three strands; (e.g., speaking and listening, reading and viewing, writing and representing), and there are a variety of instructional components (e.g., read-aloud, guided reading, writing workshop, spelling and word study), the delivery of the program is meant to be integrated and cohesive. For example; talk is used to deepen comprehension of text; study of authors contributes to comprehension and to developing writing techniques, study of word parts contributes to solving words in both reading and spelling. The more opportunity teachers have to help students connect and inter-relate language learning experiences, the higher the gains in student learning. Therefore to decrease program fragmentation and increase opportunity for student learning, all components of the language arts program should be delivered by one teacher.

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**Action 2.4.11 All principals will establish efficient procedures so that instructional time will be maximized. (e.g., management of discretionary activities)**

Principals are inundated with requests from outside agencies to access students for a variety of reasons. Many of these complement the curriculum, but reduce instructional time. Principals should continue to consider the educational value of all activities before permitting them to occur.

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**Action 2.4.12 Advocate for the Department of Education and Early Childhood Development to clarify locally determined time.**

*Minister's Directive No. MD 99-05, Intermediate School Subject Time Allotments* (Government of PEI, 1999) recognizes that 1 to 3% of instructional time is classified as locally determined time. However, it is unclear whether this allotment is reserved for exploratory programs or can be utilized to expand upon subject areas. Therefore, the DLAP is advocating for clarification regarding the allotting of this instructional time.

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**Action 2.4.13 Monitor in-servicing for Language Arts curriculum (ensure that all teachers have been in-serviced).**

Since teacher expertise is one of the most significant factors contributing to student achievement, professional development and sustained in-service opportunities are key to gains in student learning. (Monitoring is necessary to ensure both opportunity for new learning as well as to account for new learning that is missed due to variables such as teacher/principal leave and mobility.)

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**Action 2.4.14 Every school shall develop a school literacy team.**

Literacy development is a shared responsibility. A literacy team needs to guide the work of a school, toward developing literacy goals and creating professional development opportunities that support the effective teaching of literacy. This team will also provide orientation for pre-service teachers about school literacy goals, follow the literacy development template, report on the implementation and success of literacy goals, and maintain discussions about literacy as a standing item at monthly staff meetings.

The creation of the literacy team can function within the parameters of the school development team or can be an entity in itself. The composition of the school literacy team needs to include teacher representation from each grade and

specialist areas. The school literacy team should also seek representation from educational assistants, other support staff, parents, and students.

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**Action 2.4.15 The ESD will examine how current intervention programs (e.g., PLIP/PIP, Resource, Reading Recovery) align with the DLAP, identify gaps and make recommendations about necessary adjustments/expansions.**

Whereas high quality classroom instruction is the most important variable for success in literacy learning, safety nets are needed in the form of intervention and special assistance for students at risk. Monitoring the available interventions and intervention outcomes throughout K to 12 is essential for effective planning and delivery of intervention.

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**Action 2.4.16 Collaborate with education partners for the development of a program and services model in conjunction with second and third tier RTI (e.g., PLIP /PIP, Resource, Reading Recovery).**

Although there is no universal RTI model, it is generally understood to include multiple tiers that provide a sequence of programs and services for students showing academic and/or behavioural difficulties. Tier 1 provides high-quality instruction and behavioural supports in general education. Tier 2 provides more specialized intervention for students on a short-term basis. Tier 3 typically involves more comprehensive assessment and individualized, intensive, long term interventions.

Multi-tiered systems are structured around levels of instruction and interventions that are matched directly to the needs of students. The greater the needs of the student, the more intense the intervention. This improves performance for all students by organizing resources efficiently, rationally, and effectively.

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**Strategy 2.5 To improve collaboration and communication with parents on the topic of literacy.**

**Action 2.5.1 Advocate for local Home and School/School Councils to lead activities and meetings to promote and empower parental support for literacy.**

Parental involvement in supporting literacy development is an important parameter underlying the DLAP. Parental involvement can take many forms but must include parents' high aspirations for their children's literacy development and educational achievements (Canadian Education Statistics Council, 2009). Whether as a standing item pertaining to literacy at local Home and School/School Council Meetings or at meetings and activities devoted to literacy, local groups can play important leadership roles in promoting parental involvement. Further, local initiatives can help empower parents by providing them with knowledge and skills they can use to enhance their support for their children's literacy development.

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**Action 2.5.2 School newsletters shall regularly report on school-based literacy initiatives.**

School newsletters are designed to inform parents/guardians about important events and activities their children are experiencing within the school. These newsletters, by both design and default, reveal what is valued in the school. Since literacy is essential for learning and literacy initiatives are always present within the school, newsletters should reflect this reality.

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**Action 2.5.3 Encourage ESD Board of Trustees, Provincial Home and School Federation, local Home and School/Parent Councils to continue to advocate for access to literacy grants/funding.**

It is important for parent groups to advocate for and leverage funding for literacy initiatives. A corollary to 2.5.3 is that such grants be made accessible through inviting and straightforward procedures and applications. Information and applications should be provided in plain language, and support should be made available to help local leaders complete applications so as to increase their chances of a successful application.

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**Action 2.5.4 Establish a meeting schedule with the Provincial Home and School Federation to identify opportunities for partnerships.**

Literacy development is a shared responsibility best fostered through partnerships. Planned interactions involving stakeholder groups, including those identified in 2.5.3, provides a foundation for meaningful discussions and action-oriented partnership plans for enhancing literacy.

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## **Next Steps**

The ESD's District Literacy Action Plan Committee has completed the first step to develop a literacy action plan. The next steps involve developing implementation and communication strategies for the 2010-2011 school year. A working group will be established in September 2010 to carry this work forward.

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## Appendix A: District Literacy Action Plan Committee Terms of Reference

### **Definitions of Literacy**

Literacy is the ability to identify, understand, interpret, create, communicate, compute and use printed and written materials associated with varying contexts. Literacy involves a continuum of learning to enable an individual to achieve his or her goals, to develop his or her knowledge and potential, and to participate fully in the wider society.

(UNESCO, 2004, p. 13)

Literacy is not a static skill set, and societal changes continue to impact the level of literacy skills required by individuals. Literacy skills are developed throughout a lifetime, a continuum of learning that we all participate in, from early childhood, through public education to adulthood. Development of these skills should be seen as a natural function of lifelong learning. (CAMET, 2009, p. 1)

“Literacy is the ability to understand and use printed material found at home, at work and in the community - to achieve one's goals and develop one's knowledge and potential” (PEI Literacy Alliance, 2010, <http://www.pei.literacy.ca>).

### **Guiding Principle**

#### ***Essential Graduation Learnings - Communication:***

*Graduates will be able to use the listening, viewing, speaking, reading and writing modes of language(s) as well as mathematical and scientific concepts and symbols to think, learn and communicate effectively.*

Source: Essential Graduation Learnings are outlined in the Outcomes section of the "Foundation for the Atlantic Canada Curriculum" documents. *Essential graduation learnings are statements describing the knowledge, skills and attitudes expected of all students who graduate from high school.*

### **Purpose**

To provide a comprehensive approach to develop literacy through collaborative professional learning in the Eastern School District.

### **Target Dates**

A preliminary report to be shared with all stakeholders will be written by December 30, 2009 (revised date).

Final recommendations will be presented to trustees by January 31, 2010 and to government by February 15, 2010.

### **Communication Strategy**

The preliminary report will be shared with all stakeholders by November 30.

The last few minutes of each committee meeting will be used to determine highlights of

the meeting and any resource documents or links to be shared with stakeholders. This information will be made available through a page on the ESD website.

Stakeholders include: Home & School, Trustees, Principals, ESD District Leadership Team, Department of Education & Early Childhood Development, PEITF.

## Appendix B: Overview of 13 Parameters

### **13 Parameters for Effective Literacy Teaching and Learning** (Pearson Education Canada, 2009)

- Parameter 1: Shared Beliefs and Understandings Among All Staff
- Parameter 2: Designated Staff Member for Literacy
- Parameter 3: Daily, Sustained, Focused Literacy Instruction
- Parameter 4: Principal as Literacy Leader
- Parameter 5: Early and Ongoing Intervention
- Parameter 6: A Case Management Approach to Monitoring Student Progress
- Parameter 7: Job-Embedded Professional Learning in Literacy
- Parameter 8: In-School Grade or Subject Team Meetings
- Parameter 9: Shared Literacy Resources in a Designated Area of the School
- Parameter 10: Commitment of School Budget to Acquiring Literacy Resources
- Parameter 11: Staff Commitment to Literacy Learning and Professional Development
- Parameter 12: Parental Involvement in Supporting Literacy Development
- Parameter 13: Appropriate Literacy Instruction in All Areas of the Curriculum

The *13 Parameters: A Literacy Leadership Toolkit, Facilitator's Resource* provides all the tools needed to facilitate literacy leadership sessions based on the parameters. One component is this Overview; five other components are as follows.

- The DVD
- Facilitator's Resource
- Cards: 13 Parameters
- Card: Who Are Your Adult Learners?
- *Research Resource Book*

## Appendix C: Goal Framework and Development Plan

### **District Literacy Action Plan - Overview of Strategies and Actions**

A goal of the Eastern School District's Curriculum Delivery Department, in collaboration with schools and District partners, is to develop and implement the DLAP. The following is an overview of the initial strategies and actions that relate to this goal.

Five strategies, and corresponding actions, are presented in the table below:

Strategy 2.1	To identify and obtain essential literacy leadership positions required to support effective literacy teaching and learning.	10 actions
Strategy 2.2	To create professional development opportunities that enable all teachers to teach literacy effectively.	12 actions
Strategy 2.3	To identify essential resources that will enable teachers to assess, monitor and improve literacy learning for all students.	11 actions
Strategy 2.4	To establish and advocate for District, school and class structures and processes considered to be essential for effective literacy instruction	16 actions
Strategy 2.5	To improve collaboration and communication with parents on the topic of literacy.	4 actions

**Goal 2** By June 2012, the CDD, in collaboration with schools and district partners, will develop and implement the Eastern School District Literacy Action Plan.

**Strategy 2.1** To identify and obtain essential literacy leadership positions required to support effective literacy teaching and learning.

## **ACTION WORKSHEET**

Action Plan	Timelines		Responsible	Resources Needed	Budget
	Begin	Complete			
2.1.1 Establish working group to define the role(s) of the Curriculum Coaches, Literacy Leaders, Department Heads, and clarify the role of the Literacy Coach.	January 2010	January 2010	DLAP working group	A document will be prepared	
2.1.2 Obtain an 1.0 FTE board-based Literacy Coach Coordinator position.	January 2010	September 2010	Superintendent and DoCDD	1 FTE for 2010	1 FTE
2.1.3 Obtain an additional 6.0 FTE board-based English Literacy Coach positions for K-6.	September 2010	June 2012	DoCDD, Superintendent	2 FTEs for 2010, 2 FTEs for 2011, 2 FTEs for 2012	6 FTEs
2.1.4 Obtain an additional 1.0 FTE board-based French Immersion Literacy Coach at the grade K-6 level.	December 2009	September 2011	DoCDD, Superintendent	1 FTE for 2011	1 FTE



Action Plan	Timelines		Responsible	Resources Needed	Budget
2.1.5 Obtain 4.0 FTE board-based English Curriculum Coach positions for grades 7-12.	September 2010	June 2012	Superintendent DoCDD	2 FTEs for 2011 2 FTEs for 2012	4 FTEs
2.1.6 Obtain 1.0 FTE board-based French Immersion Curriculum Coach position at the grade 7-12 level.	September 2011	September 2012	DoCDD, Superintendent	1 FTE for 2012	1 FTE
2.1.7 Identify and obtain school-based Literacy Leaders (K-12) positions for each school.	December 2009	September 2010	Superintendent DoCDD		FTEs?
2.1.8 Examine the roles and responsibilities of Teacher-Librarians in relation to the DLAP.	January 2010	January 2011	CDD & ESD Teacher-Librarian Dept Head DEECD	A document will be prepared Minister's Directive	
2.1.9 Identify personnel to liaise with the Kindergarten Bridges Team.	December 2009	September 2010	CDD, Superintendent		1 FTE
2.1.10 Identify intervention and support personnel to implement the RTI program and services model.	2010	2011	ESD SSD & CDD, DoEECD		FTEs

**Goal 2** By June 2012, the CDD, in collaboration with schools and district partners, will implement the Eastern School District Literacy Action Plan.

**Strategy 2.2** To create professional development opportunities that enable all teachers to teach literacy effectively.

## **ACTION WORKSHEET**

Action Plan	Timelines		Responsible	Resources Needed	Budget
	Begin	Complete			
2.2.1 All schools shall have a literacy goal which resides within the school development plan or a separate document.	September 2010	June 2011	School development or literacy team Manager of Policy CDD Principals	Goal template from CDD	

Action Plan	Timelines		Responsible	Resources Needed	Budget
2.2.2 All teachers shall develop a self-directed literacy goal in alignment with the DLAP.	September 2011	September 2012	All teachers Manager of Policy CDD Principals	Rubric that defines skills to enable teachers to engage in reflection on their own literacy training Gr 1-3, Guided Reading Teacher Self-Assessment	
2.2.3 All teachers shall be trained in and use effective literacy instructional strategies (e.g.,. Cross Curricular Reading Tools, Writer’s Workshop, Guided Reading).	September 2010	June 2012	All teachers TTFM Cmte SSD, CDD Principals DoEECD Manager of Policy	DoEECD in-servicing CAMET documents TTFM Grades 4-12 data <i>Findings of the Professional Development/In-Service Review Committee - Feb, 2003</i>	

Action Plan	Timelines		Responsible	Resources Needed	Budget
2.2.4 Identify effective PD delivery models based on current research.	September 2010	June 2012	Partners - DEECD, PEITF, ESD	e.g., Joyce and Showers, <i>Findings of the Professional Development/In-Service Review Committee</i> , Feb. 2003	
2.2.5 Advocate for a professional development model that provides both implementation and maintenance in-service for the language arts curriculum.	September 2010	June 2012	DEECD Superintendent	e.g., identifying resources of appropriate complexity for students	
2.2.6 Provide ongoing PD/training for teachers on documents that demonstrate links between literacy and curricula outcomes.	September 2009	June 2010	DoEECD consultants CDD	Joint PD Days Curriculum support documents	
2.2.7 Identify PD/training requirements and provide opportunities for professional development of Literacy Leaders, and Literacy and Curriculum Coaches.	September 2011	June 2012	teachers within these roles/ consultants/DoE UPEI & EECD & ESD	explore potential role for TRC - online training resources? District orientation	

Action Plan	Timelines		Responsible	Resources Needed	Budget
2.2.8 Advocate for UPEI Pre-Service Teacher Training that aligns with literacy outcomes of the approved provincial curriculum.	September 2010	June 2011	EECD Superintendent	known/unknowns of the curriculum	
2.2.9 Advocate for ongoing PD that links assessment practices with curriculum benchmarks and standards.	September 2011	June 2011	ESD Curriculum Consultants, Coaches, Superintendent	the intent and role of resources (English 421, 521, 621 minimum requirements 10 - 12, CAMET achievement standards for reading and writing 1 - 9, ACRAR, handwriting instruction)	
2.2.10 Each school development/literacy team shall provide an orientation to pre-service teachers regarding school-based literacy goals.	September 2010	June 2012	School development/literacy team Principals Manager of Policy	School-based literacy goal	

Action Plan	Timelines		Responsible	Resources Needed	Budget
2.2.11 Advocate for PD to enable language arts teachers to refine understanding of the language arts continuum (K-12).	January 2010	June 2012	Partners - DEECD, PEITF, ESD Curriculum Consultants, Coaches	Document identifying grade level, instructional and assessment practices rubrics, checklists, look-fors	
2.2.12 Advocate for PD on the Response to Intervention Model (RTI) as it pertains to language arts instruction.	September 2010	June 2011	Director of CDD, & DSS Superintendent	Evidence-based interventions	

**Goal 2 By June 2012, the CDD, in collaboration with schools and district partners, will implement the Eastern School District Literacy Action Plan.**

**Strategy 2.3 To identify essential resources that will enable teachers to assess, monitor and improve literacy learning for all students.**

## **ACTION WORKSHEET**

Action Plan	Timelines		Responsible	Resources Needed	Budget
	Begin	Complete			
2.3.1 Each school will develop a literacy room to centrally locate literacy learning resources for students and teachers, and provide a space for collaboration.	January 2010	June 2011	Schools Principals	TRC, electronic database, internet portals, connectivity	
2.3.2 Identify and provide digitalized formative and summative literacy assessment tools.	2009	June 2012	DEECD, CDD, SSD	Benchmark kits, ACRAR, CASI, error analysis Recommendations from Learning Disabilities Committee	

Action Plan	Timelines		Responsible	Resources Needed	Budget
2.3.3 Create literacy development plan template.	January 2010	June 2011	CDD	none	
2.3.4 Advocate for a provincial data warehouse for students' literacy data from K-12.	2009	June 2012	Student Records Management Steering Cmte, CDD Superintendent	electronic, portfolio, SAS <b>*Provincial initiative</b> Link to RTI	
2.3.5 Advocate for a resource that identifies literacy outcomes and skills in each of the curriculum areas from K-12.	January, 2010	June 2012	DEECD		
2.3.6 Develop an ESD orientation guide for teachers.	2009	Sept 2010	DEECD, CDD	ESD Orientation Document Program of Studies	



Action Plan	Timelines		Responsible	Resources Needed	Budget
2.3.7 Locate literacy documents and resources on the ESD website.	2009	Sept 2012	CDD, Policy Manager, Information Officer	Updated annually unless a significant change is warranted during the school year in which case an email will be distributed	
2.3.8 Monitor teacher participation in acquiring literacy instructional competencies.	Sept 2011	June 2012	CDD, Policy Manager, Principals	Link to Teachers' personal PD plan for literacy	
2.3.9 Obtain leveled texts.	2009	June 2012	CDD, Superintendent		
2.3.10 All teachers will be provided with the provincial RTI model and supporting documentation upon availability.	2010	June 2011	CDD	RTI model document	
2.3.11 Advocate for systemic, evidence-based literacy intervention programs and curricula.	January 2010	June 2012	CDD, SSD Superintendent	PLIP, credited courses at high school	

**Goal 2 By June 2012, the CDD, in collaboration with schools and district partners, will implement the Eastern School District Literacy Action Plan.**

**Strategy 2.4 To establish and advocate for District, school and class structures and processes considered to be essential for effective literacy instruction.**

## **ACTION WORKSHEET**

Action Plan	Timelines		Responsible	Resources Needed	Budget
	Begin	Complete			
2.4.1 Develop an administrative regulation to govern literacy assessment schedules for all levels, beginning with running/reading record assessment for grades 1 – 3.	September 2010	June 2012	Manager of Policy & CDD	<i>Guidelines for Running/Reading Record Assessment for Grades 1, 2 and 3</i>	
2.4.2 Advocate for district-wide literacy professional development days within the school calendar.	September 2010	June 2011	Superintendent SDD Provincial School Calendar Committee		

Action Plan	Timelines		Responsible	Resources Needed	Budget
2.4.3 Advocate for the development and implementation of a provincial funding application protocol for literacy initiatives.	September 2010	June 2011	Superintendent	EECD, time responsive, independent (ACOA-type?) Class Composition, Innovation Grants	
2.4.4 Advocate for set percentage of the total provincial budget to be spent on literacy.	September 2010	June 2011	ESD Superintendent, H&S, EECD, PEITF		
2.4.5 Require that literacy be a standing agenda item within all monthly staff meetings.	September 2010	June 2011	ESD		
2.4.6 Clarify expectations for an uninterrupted literacy block (language arts) at the primary and elementary levels, along with identifying alternatives at all levels.	January 2010	June 2012	ESD Principals	research on what the uninterrupted literacy block is	

Action Plan	Timelines		Responsible	Resources Needed	Budget
2.4.7 Classroom teachers will define literacy instructional time within their daily instructional plan.	Sept 2011	June 2012	Teacher	Instructional plan	
2.4.8 ESD will ensure that all primary and elementary schools provide 300 minutes of instructional time within the school day.	January 2010	September 2011	ESD Principal	Master Timetables	
2.4.9 All schools will report to the ESD, subject time allotments/allocations as outlined by the Department of Education and Early Childhood Development, before Oct 31 of each school year.	January 2010	September 2011	ESD Principal Superintendent	Master Timetables	
2.4.10 For each language arts class, all components of the program (speaking & listening, reading and viewing, writing and representing) will be delivered by one teacher at the elementary level.	January 2010	September 2011	Principals ESD	Master Timetables	
2.4.11 All principals will establish efficient procedures so that instructional time will be maximized. (e.g., management of discretionary activities).	January 2010	September 2011	Principals ESD	Master Timetables	

Action Plan	Timelines		Responsible	Resources Needed	Budget
2.4.12 Advocate for the Department of Education and Early Childhood Development to clarify locally determined time.	January 2010	June 2010	ESD Superintendent DCDD		
2.4.13 Monitor in-servicing for Language Arts curriculum (ensure that all teachers have been in-serviced).			ESD DEECD PEITF	2.3.10	
2.4.14 Every school shall develop a school literacy team.	September 2010	June 2011	Principal Policy Manager Superintendent DLT	DLAP	
2.4.15 The ESD will examine how current intervention programs (e.g., PLIP /PIP, Resource, Reading Recovery) align with the DLAP, identify gaps and make recommendations about necessary adjustments/expansions.	January 2010	January 2012	ESD SSD & CDD ESD Student Services Resource Model Committee	Provincial RTI model	

Action Plan	Timelines		Responsible	Resources Needed	Budget
2.4.16 Collaborate with education partners for the development of a program and services model in conjunction with second and third tier RTI. (e.g., PLIP/PIP, Resource, Reading Recovery)	2010	2011	ESD SSD & CDD, DoEECD	Provincial RTI model	

**Goal 2 By June 2012, the CDD, in collaboration with schools and district partners, will implement the Eastern School District Literacy Action Plan.**

**Strategy 2.5 To improve collaboration and communication with parents on the topic of literacy.**

Action Plan	Timelines		Responsible	Resources Needed	Budget
	Begin	Complete			
2.5.1 Advocate for local Home and School/School Councils to lead activities and meetings to promote and empower parental support for literacy.	January 2010	June 2011	Superintendent PEI Home and School DLAP committee		
2.5.2 School newsletters shall regularly report on school-based literacy initiatives.	January 2010	September 2010	Principal Manager of Policy		
2.5.3 Encourage ESD Board of Trustees, Provincial Home and School Federation, local Home and School/Parent Councils to continue to advocate for access to literacy grants/funding.	January 2010	June 2012	PEI Home and School Principals		
2.5.4 Establish a meeting schedule with the Provincial Home and School Federation to identify opportunities for partnerships.	January 2010	June 2010	PEI Home and School, ESD	District calendar	

**13 Parameters: A Literacy Leadership Toolkit.** Published by Pearson Professional Learning Canada (2008), the toolkit provides support to administrators as they bring about whole school change.

**(ACRAR) Atlantic Canada Reading Assessment Resource** A classroom reading assessment kit developed for grades 4-6 with grade level reading selections, comprehension questions and exemplars.

**Assessment** The systematic process of gathering information on student learning.

**Benchmark** A standard against which to measure something. In the Fountas and Pinnell and PM Benchmark Kits, it is the level of book the student reads during the assessment.

**(CASI) Comprehension, Attitudes, Strategies, Interests** A classroom reading assessment resource published by Nelson Education that helps teachers identify students' reading comprehension, attitudes, strategies and interests with grade level reading selections and comprehension activities.

**(CAMET) Council of Atlantic Ministers of Education and Training** The Atlantic ministers responsible for education and training agreement under which the provinces of New Brunswick, Newfoundland and Labrador, Nova Scotia and Prince Edward Island collaborate on joint undertakings to respond to the needs identified in public and post-secondary education.

**(CMEC) Council of Ministers of Education, Canada** An intergovernmental body founded in 1967 by ministers of education that provides leadership in education at the pan-Canadian and international levels. It serves as a forum to discuss policy issues, to undertake initiatives, and to consult and cooperate on education interests of the provinces and territories.

**Curriculum Coach** A curriculum coach is a leader who works collaboratively with secondary-level teachers, administrators, board and department staff to enhance literacy teaching and learning across the curriculum.

**Differentiated instruction** Instructional strategies such as classroom organization, materials and pace is varied according to differences in students' interests, learning styles, abilities, prior experience, and learning needs.

**Evaluation** The process of analyzing, reflecting upon and summarizing assessment information, and making judgments or decisions based upon the information gathered.

**Exemplars** Samples of student work that demonstrate levels of achievement.

**(FTE) Full-time equivalent** FTE refers to full and part-time instructional staffing allocations.



**Formative assessment** Is often referred to as assessment *for* learning, and refers to those activities undertaken by teachers and by students in assessing themselves, which provide information to be used to modify the teaching and learning activities.

**In-service** The Department of Education and Early Childhood Development describes in-service as a subset of professional development that relates specifically to curriculum implementation. The Memorandum of Agreement defines in-service as activities related to course content, methodology or the classroom organization or administration of a new program.

**Kindergarten Bridges Team** Under the auspices of the Department of Education and Early Childhood Development, the Bridges Resource Team supports curriculum development, program delivery and parent engagement.

**Literacy Coach** A literacy coach is a literacy leader who works collaboratively with teachers, administrators, school board and department staff to improve student achievement in literacy. The literacy coach provides school-based, job-embedded support for teachers as they implement effective literacy

**Literacy Leaders** School educators with an additional leadership role in the promotion and learning of literacy.

**Outcomes** Curriculum outcomes are statements which identify what students are expected to know and be able to do upon completion of study in a curriculum area.

**(PLIP/PIP) Primary Literacy Intervention Program/Programme d'Intervention Primaire** In this intervention, small groups of children in grades 2 and 3 receive their entire literacy program in a small group setting for 20 days.

**Primary and Elementary Literacy Assessments** The Prince Edward Island Department of Education and Early Childhood Development conducts common assessments across the province in May and June to determine how well students are doing in reading and writing by the end of Grade 3, and the end of Grade 6.

**Prince Edward Island Task Force on Student Achievement** The premier established a 13 member task force to examine current education research consult with educators and the public and recommend strategies to improve student achievement and submit a final report. The task force, chaired by Dr. Richard Kurial, submitted the final report, *Excellence in Education: A Challenge for Prince Edward Island* in December of 2005.

**Reading Recovery** This one-to-one literacy intervention for struggling readers in grades 1 and 2 provides children with daily, half-hour lessons for 12-20 weeks.

**RTI** Response to Intervention (RTI) is generally understood to include multiple tiers that provide a sequence of programs and services for students showing academic and/or behavioural difficulties. Tier 1 provides high-quality instruction and behavioural supports in general education. Tier 2 provides more specialized intervention for students on a

short-term basis. Tier 3 typically involves more comprehensive assessment and individualized, intensive, long term interventions.

RTI is a proactive problem-solving model that helps govern and bring clarity to intervention so that data-based decisions can be made to improve outcomes for students. The key components of the framework are:

- 1) Screen/identify students who are or at risk for not achieving despite high quality instruction;
- 2) Make data based decisions for interventions;
- 3) Provide continuum of intervention options that increase in intensity;
- 4) Monitor students' progress on an ongoing basis.

**Rubrics** A scoring tool that relies on description of categories for evaluation.

**Running/Reading Records** The teacher uses a standard procedure to record what a child says and does while reading. The teacher then analyzes the record to gain information about the child's reading process and to determine an appropriate level of text for the child to continue making progress.

**Standards** Descriptions of what a student must know and be able to do in relation to the intended grade-level learning outcomes.

**Summative assessment** Is often referred to as assessment *of* learning, and refers to assessment for accountability purposes, to determine a student's level of performance on a specific task or at the conclusion of a unit of teaching and learning. The information gained from this kind of assessment is often used in reporting.

**(UNESCO) The United Nations Educational, Scientific and Cultural Organization** is a specialized agency of the United Nations. Its stated purpose is to contribute to peace and security by promoting international collaboration through education, science and culture.

**Uninterrupted Literacy Block** This provides a dedicated period of time for literacy learning during which there are no interruptions, special subjects or special programs for a period of 60 – 90 minutes.